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ABSTRACT

Since telecourses were first offered in the Dallas County Community College District in the fall of 1972, consistent efforts have been made to evaluate their instructional effectiveness and the degree to which they satisfy the needs of enrolled students. This report presents a summary of the evaluation projects which were conducted during the first three years of the program. Administrative organization of the courses and telecourse design and development procedures are described, followed by summaries of the findings of student surveys for each course. The surveys elicited information on student characteristics, and student assessment of instructional techniques, administrative factors, and use of television as an instructional mode. Appendices include tables comparing enrollments and grade distributions for televised and nontelevised sections of the same courses; the questionnaires used in the various student surveys; the results of a study designed to determine reasons for student withdrawal from a particular telecourse; the results of a study designed to examine the success of English 101 telecourse students in English 102; and a comparison of the characteristics of telecourse students and on-campus students. (DC)

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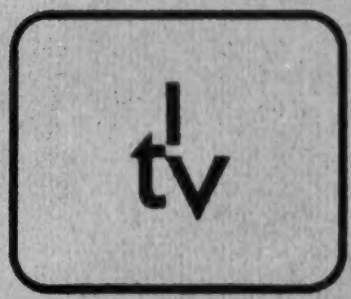


JC 760 422

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

PREFACE

Since telecourses were first offered in the Dallas County Community College District in the fall of 1972, consistent efforts have been made to evaluate their instructional effectiveness and the degree to which they satisfy the needs of the students enrolled in them.

This brief report is a summary of the evaluation projects which were conducted during the first three years of the program. While it includes a brief description of the telecourse development process and the implementation procedures used in the DCCCD, there is no attempt to provide a complete history of the telecourse program.

During the 1975-76 academic year -- the fourth year of the program -- further research projects were undertaken. Some of these were limited in nature, and reports were prepared during the course of the year. These are included in an Addendum at the end of this report. The more complex research projects, including particularly a comparison of the performance and attitudes of English 101 students in the telecourse and in on-campus classrooms, had not been completed in time for inclusion in this publication. These results will be reported later.

Even as this report is distrubuted, more sophisticated and ambitious projects are underway. These include both new approaches to the development of telecourses and new methods of evaluation.

It should be noted that telecourse evaluation in the DCCCD, during these early years of the program, has been aimed at finding ways to improve the telecourses rather than merely demonstrating that they do or do not "work." Thus, a great deal of attention has been paid to the efficacy of each element in the telecourse system. Also, because motivation is a key factor in learning, there have been repeated efforts at determining what elements of the system are pleasing and displeasing to the student.

As answers to many of the early questions have become apparent, new inquiries are now in order. Among them are clearer definition of the characteristics of students who find telecourses most appropriate to their learning and life styles, rigorous cost-effectiveness studies, and more complete field-testing of television programs and other learning materials during the early stages of course development. These and other activities will attract the attention of researchers in the next two to three years, contributing to the improvement of an instructional program which has now found its place in the basic offering of the Dallas County Community College District.

August 2, 1976

Travis B. Linn
Assistant to the Chancellor

INTRODUCTION

The DCCCD is a large, multi-campus district with a current enrollment of more than 33,000 students. Since its inception, the district has been concerned with providing quality instruction to a heterogeneous population of students with diverse educational backgrounds and aspirations. Beginning in 1972, the DCCCD became involved in developing telecourses in order to meet the dual objectives of providing an alternative educational environment for current students and extending educational opportunities to community members who were unable to take advantage of on-campus course offerings.

The district has established an Instructional Television Center, which has the responsibility of developing and producing new telecourses, using the expertise of faculty members from the colleges. After a telecourse is produced, the administration of its implementation is assumed by the college themselves. Thus, telecourses are alternative offerings of the existing colleges rather than the domain of a separate administrative structure. During implementation, the Instructional Television Center provides clerical support services and essential coordination.

Each telecourse developed by the DCCCD contains the course components listed below. When taken together, they comprise the total learning experience for the telecourse students. Some of the components have also been adopted by on-campus instructors as supplemental and enrichment activities for their classes.

Orientation

At the beginning of each semester an orientation session is held at each campus to introduce students to the course. Time is spent familiarizing students with the course components, and suggestions are given as to how students might effectively study for the course.

Television Programs

Generally, each telecourse includes 30 broadcasts, each lasting 30 minutes. The role of the programs varies from course to course: they may serve as the main vehicle for introducing and explaining the course content, or they may serve to illustrate and expand upon the content which is presented through another component. In any case, the programs have attempted to move away from the "talking professor" concept in which an instructor is taped as he delivers his standard lectures. Instead a variety of media are employed, including in- and out-of-studio interviews, dramatizations, role playing sessions, documentary segments, clips from movies and cartoons, etc., in order to utilize the full potential of the medium.

Study Guide

The purpose, and therefore the content of the study guides also vary from course to course. In some courses they are developed to present subject matter content, in other courses they concentrate on elaborating on material presented elsewhere in the course. The primary importance of the study guide is to "guide" the students through the course. An attempt has been made to include all of the following in the study guide for a given lesson.

1) Lesson objectives, stated in behavioral terms (when possible)
2) Self pretests
3) Vocabulary and terms used in the lesson
4) Topic outlines of the telecourse programs
5) Questions for study
6) Reading and homework assignments (if any)
7) Self posttests
8) Supplemental enrichment activities

In addition, explanations of difficult material are provided, along with suggestions as to how to study for the course effectively.

Textbook and/or Readers

Textbooks and/or readings are required for each course. They serve to present course content, and are carefully coordinated with other course components.

Discussion Meetings

Opportunities for students to meet and interact with instructors and fellow telecourse students are provided two to three times a semester. These meetings provide time for students to bring up any questions they have regarding course requirements, content, or procedures. The meetings are held on the campuses and it is also hoped that exposure to the colleges may encourage some students to become involved in campus activities.

Hotline Telephone Service

A hotline telephone service is manned by ITV Center personnel to answer student questions regarding course requirements and organization, and to put students in touch with instructors when they have questions about the course content.

Student Success

A comparison of the grade distributions of students enrolled in television and on-campus sections indicated that the withdrawal rates from the television sections were considerably higher (27% of the students withdrew from television sections as opposed to 17% from the on-campus sections). Overall, 72% of the students in on-campus sections completed the course satisfactorily (receiving final grades of "A", "B", "C", or "D") as compared with 64% of the television students (See Appendix I).

CHAPTER ONE

The Design and Development of Telecourses

The ITV Center has found that the application of a systematic approach to instructional design, as employed by leading instructional technology specialists, has resulted in a very acceptable learner success.

The process of instructional design begins with a needs analysis to determine the potential student population and the appropriate learning goals of this population. From this analysis, post-course competencies are described. Based upon the essential competencies, global course goals and major learning objectives are defined. The learning objectives are then divided into several units of study. Each unit, in turn, is divided into one or more lessons.

Based upon the global course goals and principal objectives, specific lesson objectives are written, along with sample criterion-referenced test items. In this process, careful attention is also given to key attitudinal (affective) outcomes in order to achieve an integration of both the cognitive and affective aspects of learning.

In structuring objectives, careful attention is given to the hierarchy of learning skills with appropriate progression from lower to high level skills, in proper ratios. Test items are carefully matched with the objectives. The goal is to have no stated objective left untested, and no test item written for an unstated objective. "Nice-to-know" as against "need-to know," objectives are left for optional enrichment activities.

Next, the drafting of content for the television program scripts commences. A given lesson may include one or more 30-minute television programs. As script information progresses toward program production, the original decisions as to the allocation of learning experiences to various course components are revised and refined.

The development of the course study guide keeps pace with overall course development. Once television production is essentially complete, attention is focused on the finalization of all other course elements. When all print materials are ready for final production, the faculty writer develops a course management and administration guide for the instructors, begins writing the course examinations, and drafts the first newsletter to orient students to the course.

Whenever the systematic development of instruction is undertaken, it is a time consuming enterprise involving a large network of personnel. In a multi-college district with four autonomous administrations, the task of coordinating television course development as a district-wide activity has proven to be even more time consuming, fraught with the perils of a journey

through diverse committees, faculty concerns and institutional priorities. Television (and, in fact, all mediated instruction) has been and is subject at keen interest to faculty. That this interest is being pursued is a tribute to the variety and success of the courses that have been developed by the district instructional television center. To understand the process of ITV course development requires an awareness of the district's organizational patterns and the commitment to instructionally sound, faculty based, design development and implementation held by course developers.

The process of course development could be likened to a marble cake with several different components blended together to make a whole while each part remains distinct and identifiable. At the DCCCD, the process begins with the selection of a course to be developed. After consultation with a variety of professionals, the Deans, Presidents and finally the Vice-Chancellor of Academic Affairs determine the courses to be developed and the order of their development. The decision to implement a specific course is reached after the consideration of data ranging from faculty suggestions to projected enrollment figures, present curriculum offerings, transferability of course credit, and potential value of particular course to other institutions. Along with all of these academic considerations goes an evaluation of how well the course can be mediated.

After the course to be developed is determined, the next tasks are to recruit a lead instructor or faculty writer and an advisory committee of instructors consisting of one member from each college in the district. The faculty writer is the key to the success of the development process. It is his or her expertise and ability to work in new and quite different circumstances, while being ever watchful that course material is presented faithfully and accurately, that assures the academic excellence that Dallas County Community College District courses have enjoyed. The advisory committee, who are the college-based experts, contribute to the development and later the course management at the colleges.

Although the advisory committee does not spend as much time in development as the writer, their advice and review contribute significantly to the final form of the course. The major contribution of the committee is made during an intensive workshop which takes place outside of normal working days (for which the committee is compensated). At this workshop the committee and faculty shape the global course objectives, the content areas and their general organization and identify the learning that will be expected of students who take the course. The committee continues to meet regularly during the period of course development. In these meetings, they review and advise on material as it is developed, help to select the text and readers, and assist in the design for the management of the course. After the course is completed, the committee members assume the responsibility of instruction for the students at the college from which each comes.

Other workshop participants who remain active throughout the design and development process are members of the instructional television center's design team: the instructional design specialist, the media specialist, and the executive director. These people are not content specialists but serve as support

personnel. At the workshop, each contributes his or her special expertise to clarify, define and instruct fellow committee members as needed, to get the job of course development underway. Their job after the workshop is to assist the faculty writer as the writer assimilates the plans created at the workshop and begins to write content.

The instructional design specialist assists the faculty writer in the preparation of course objectives, beginning with the general blueprint from the workshop and continuing through the development of the weekly lessons. In this process, objectives are allocated to different learning tasks. The instructor identifies the course elements, the best of which can be handled in readings, by way of television, in the study guide, or in other ways as the content dictates. The instructor meets regularly at the initial stages with the instructional design specialist for clarification and guidance. Much later in the course development process the two will again have a number of sessions to finalize study guide design, develop a bank of test items, and design the final form of the administrative guide for the course.

The media specialist is also available to the instructor. The media specialist gives support as an advisor and as locater of resources. Initially the media specialist assists the instructor in finding visual or written resources that are needed to clarify the goals and objectives developed during the workshop. As course development progresses, the media specialists continues to help identify and obtain resources. When the series of television programs enters the preproduction phase the media specialist works with the producer and production assistant in finding and obtaining the resources needed for production. The instructional design specialist also works on copyright clearance. Therefore, throughout the development process an exchange of information regarding resources takes place between the production team, the instructional design specialist and the media specialist.

When the instructor completes the initial design phase, the production team begins the intensive phase of program production. During this phase, the instructor writes the content for each lesson and a script writer turns this into a thirty-minute television script. The producer, production assistant, the instructor, the filmmaker and the script writer meet to discuss each script and a second-phase script is written. This script requires the locating of specific resources, filming, the setting up of interviews. After material is gathered or film shot or studio segments videotaped, a final script is prepared. When this final script is developed, the studio phase of production is completed and the instructor incorporates appropriate learning activities from this production into the study guide.

The above description does not fully convey the intensive work of the producer and his staff of assistants and filmmakers in course development. The producer becomes the project manager for the largest single phase of the course development process. It is on his shoulders that the responsibility for program development falls. The producer must unite the instructional content and film

and video technique into a product that is both instructionally sound and visually excellent while remaining responsible to the instructor and the advisory committee for the final product. During the production phase, periodic meetings are held with the advisory committee to solicit their evaluation of the study guide lessons as they are developed.

After all material is produced and the study guide is written, the instructor finalizes a bank of test items, writes the administrative details of the course, and writes a guide for instructors using the course.

CHAPTER TWO

Telecourses at the DCCCD
History and Evaluation

The DCCCD's commitment to and involvement in telecourse development has increased considerably since the production of the first course in 1972, at that time, 399 students were enrolled in a single course, American Government which consisted of 30 fifteen-minute programs. The administration of the course was conducted by a faculty member at each of the four colleges, with very limited central coordination on the part of the district office. Subsequently, the original American Government course was revised and expanded to include 30 broadcasts, each lasting 30 minutes, and three new courses were developed in ecology, English composition, and psychology. Thus, by the end of the spring semester of 1975, four telecourses were in operation with an enrollment of 3,777 students.

Telecourse Enrollments

Course	Fall 1972	Spring 1973	Fall 1973	Spring 1974	Fall 1974	Spring 1975
Gov. 201	399	493	705	799	1234	1242
Eco. 290			316	392	604	779
Eng. 101					826	705
Psy. 105					1182	1051
TOTAL	399	493	1021	1191	3846	3777

Simultaneous with the ITV Center's growing commitment to course development has been a commitment to educational evaluation. The ITV Center has enlisted the aid of the District's Office of Special Services in developing strategies for assessing the content and quality of the course offerings, and for acquiring information about the students to ensure that student needs are being met by the telecourses. When data indicated a need for revisions in course content and organization, attemtps were made to revise the course.

Below is a brief history of the semester by semester development of the telecourses and the evaluation projects which were carried out.

American Government: Fall, 1972

The first DCCCD telecourse, American Government, was developed during the summer of 1972 by a committee of faculty members and produced by the Dallas public television station, KERA-TV. It was first offered in the fall of 1972,

with an enrollment of 399 students. The administration of the course was conducted by one faculty member at each of the four colleges, with very limited central coordination on the part of the district office.

In the fall semester of 1972, KERA-TV undertook a telephone survey to contact all students enrolled in American Government. Of the approximately 300 students who completed the course, 90 students were contacted (See Appendix II). The following information was obtained:

Student Characteristics

--Sixty-four percent of the respondents were females.
--While the bulk of the students were in the 20-40 year age bracket, 9% of the students were under 19 years of age and 26% were over age 40.
--Almost 90% of the students had had a college course previously.
--Thirty-four percent were taking the course to fulfill teacher certification requirements.

Administrative Factors

--While 40% of the students indicated that the 15-minute format made the course more attractive to them in terms of their desire to enroll, nearly one-half of those surveyed indicated a preference for a 30-minute telecast.
--One-third of the students indicated that they viewed the program during evening viewing times.
--Twenty-four percent indicated that they viewed the program on Sunday.

Instructional Techniques

--Sixty-one percent of those surveyed indicated that they found the assigned text readings to provide more information than the programs.
--Approximately 70% liked the scheduled repeat of the previous week's program. (Each week's broadcasts included one repeat of the previous week's schedule.)
--One-fifth of the students indicated that they had never talked with the instructor.
--Forty-four percent of the students called the telephone hotline information service for help, and 31% indicated that it served them satisfactorily.
--Over 50% indicated that the newsletter was valuable to the course.

Use of Television as an Instructional Mode

--Ninety percent of those surveyed indicated that they believed the use of television was a good way to assist their college education.
--Over 80% indicated that they would like to take other TV courses.
--Most students felt that the greatest advantage of taking the course by TV was the convenience provided to the student.
--Sixty percent believed the material presented on television was geared to an appropriate level, 36% felt that the material was too elementary, and 7% felt that it was too advanced.

American Government: Fall, 1973

During the following academic year, 1973-74, the administrative pattern of course implementation was changed. Rather than utilizing a separate instructor at each college, the District employed a single instructor full-time to serve students enrolled in the telecourse in all colleges.

In the fall semester of 1973, a second evaluation project was carried out by the Office of Special Services of the DCCCD. A questionnaire was administered at the time of the final examination to 443 students. Of these, 100 students returned completed questionnaires. Most of the data were similar to those of the previous semester (See Appendix III). Additional data of interest are given below:

Student Characteristics

--Thirty-four percent of the respondents received veteran's benefits for the course.

--Twenty-five percent of the students reported that they were taking only telecourses.

Instructional Techniques

--Eighty-two of the 100 students responding felt that the assigned text readings had provided them with most of the information as they went through the course, while only 15% felt that the television programs had been most helpful in this regard. (Three percent did not respond.)

--While all components of the course were rated by students as being helpful in contributing to their learning of the subject matter, the exact ordering of the perceived helpfulness of the components are as follows (in order from most to least helpful):

1. Textbooks
2. Television programs
3. Examinations
4. Study Guide (at this stage, essentially a syllabus)
5. Hotline
6. Orientation and Seminars

--When asked why students decided to enroll in the television section of the course instead of the on-campus section, the most frequent responses were:

1. To avoid traditional classes, i.e., time spent in class.
2. It was convenient.
3. It was easier to work around jobs, other classes, and family responsibilities.
4. On-campus courses had closed; only the T.V. course was open.
5. A counselor recommended the course.
6. To save fuel.
7. To see what it was like.
8. No term papers were required.

American Government: Spring, 1974

In the spring semester of 1974, questionnaires were mailed to all students actively enrolled in the course. Of the 575 instruments mailed, 236 were returned. The information collected indicated that student demographic characteristics and the students' perception of the adequacy and desirability of the course were similar to those of students in the previous semester.

During the 1973-74 academic year, evaluation of the courses as described above led the district to the decision to re-make the American Government telecourse. The primary objectives of a new course design were to increase the length of the television programs to thirty minutes and to add substantial content to the television programs, to include extensive documentary films and interviews in order to show basic concepts in an operational way, and to supply a detailed and better organized study guide.

Development of the new course began in January of 1974 and was concluded in August of that year, in time for it to be offered to students in the fall semester of 1974.

At the same time, the administrative pattern of implementation was altered, reinstituting the employment of an individual faculty member at each college to work with students enrolled in the course, but with greater coordination at the district level. An Instructional Television Center was established to operate a hotline telephone system and to handle the printing and distribution of newsletters and tests. Testing, which previously had been conducted at specific meeting times, was turned over to a testing center at each college. These testing centers remained open during certain weekends, so that students could come to the college and be tested at their own convenience within those hours.

Also, videocassettes of all telecourse programs were placed in the college libraries for review by more students who wished to use them.

Evaluation during the fall of 1974 was limited to specific questions which might aid in identifying the problems of a first offering of a new course in a new implementation pattern. A more general course evaluation was then conducted in the spring of 1975, after most administrative problems had been identified and at least to some degree corrected.

American Government: Spring, 1975

In the spring semester of 1975, questionnaires were given to all American Government students at the time of their final examination. The following new information was obtained (See Appendix IV).

Student Characteristics

--Students were evenly divided by sex.

--The percentage of veterans taking the course was approximately equal to the percentage of veterans in the total district student population.

--Almost one-fourth of the respondents indicated that they were enrolled only in the American Government telecourse.

--Nearly one-third of these responding were taking only television courses at the time.

Instructional Techniques

--Few students (only 18%) reported that they ever talked with an instructor.

--Over half (57%) of the students indicated that questions came up in their minds to which they were unable to get an answer as they studied for the course.

--The orientation/seminars and the hotline service were rated as "not very helpful" by the students.

Use of Television as an Instructional Mode

--Forty-four percent of the respondents indicated that the television programs provided them with more information then the assigned text readings, though the students rated the study guide the most important component for helping them to understand the course. These were dramatic changes from the original version of the course.

A survey instrument administered to students enrolled in the American Government course through the Tarrant County Junior College District revealed the following additional information:

--Sixty percent of the students felt that the course was of similar difficulty to the college courses they had taken. Twelve percent considered it more difficult and thirty-two percent considered it less difficult.

--Sixty-two percent of the students felt that they had learned about the same amount from this course as from their other college courses; 26% believed they had learned more, and 11% that they had learned less.

Administrative Factors

--About half of the students said that they had used the videotapes which were on file in the library.

Man and Environment: Fall, 1973

Man and Environment was offered, beginning in the fall of 1973, through a joint effort by the DCCCD and the Tarrant County Junior College District (TCJCD). Fifteen television programs developed by the Miami-Dade Community College were combined with fifteen programs produced locally. Students used both a Miami-Dade study guide and a study guide which was written to accompany the local programs. The course, stressing ecological concerns, was listed in the DCCCD catalog as "Biology 290" during 1973-74 and "Ecology 290" during 1974-75.

A survey was given to each student actively participating in the course four weeks prior to the end of the fall, 1973 semester. Students who returned the questionnaire were given extra points on their semester average. Of 244 students who finished the course, 135 students returned the questionnaire.

Student Characteristics

--Forty-five percent of the respondents were between 25 and 35 years of age.

--Most of the respondents had previously completed at least one year of college work.

--One third of the respondents were also taking or had taken the American Government telecourse.

Use of Television as an Instructional Mode

--Eighty-nine percent of the respondents felt that their goals and purposes for taking the course were fully achieved.

--Seventy-two percent of the respondents indicated that they would like a follow-up course based on Man and Environment.

--Ninety-five percent of the respondents reported that they believed they had learned "a lot" from the course.

--Eighty-three percent felt that they had sufficient background knowledge for the course.

--Sixty-nine percent said that they were very impressed by the technical and professional quality of the television programs.

Administrative Factors

--Fifty seven percent of the respondents were either uncertain or disagreed with the statement that the schedule of telecourse presentations was very convenient.

Man and Environment: Spring, 1974

A second study was conducted during the spring semester of 1974 to obtain student input regarding the course. Approximately two weeks prior to the administration of the final examination, all students enrolled in the course were mailed a survey form as part of the regular newsletter. Students who failed to return the completed surveys as instructed were asked to fill them out at the time of the final examination. Of the 290 students actively enrolled in the course, 240 completed the evaluation instrument. The following data were obtained (See Appendix V).

Student Characteristics

--Half of the respondents were between 25 and 34 years of age.
--Three-fourths of the respondents were male.
--Only one-third of the respondents indicated that they were full-time students.
--Seventeen percent of the respondents were not taking any on-campus courses.

Instructional Techniques

--Eighty-seven percent of the students felt that the study guide was very helpful to them in meeting the course objectives.
--Fifty-nine percent felt that they had sufficient background knowledge for the course.
--Seventy-seven percent felt that the vocabulary used in the course presented no impediment to their ability to understand the ideas.
--Over 50% of the respondents indicated that they viewed the telecasts during the weekend.
--Over 90% of the respondents found the Saturday repeat helpful. (Each television program was shown five to six times during the week of its airing, and on Saturday, repeat broadcasts were made of the previous week's programs.)
--Fifty-nine percent felt that the schedule of the television broadcasts was very convenient for them.

Use of Television as an Instructional Mode

--Approximately two-thirds of the students reported that the television programs were very helpful in preparing them for examinations.
--Eighty-three percent of the respondents believed they had accomplished their goals and objectives for the course.
--Almost 90% of the respondents indicated that they learned "a lot" from the course.

As Man Behaves: Fall, 1974

During the spring of 1974, the DCCCD made arrangements to lease a thirty-program television series in introductory psychology which had been developed by the Coast Community College District in California. Dr. George Mount of Mountain View College was selected to write a study guide for the series. The study guide was completed during the summer, and the course was first offered by the DCCCD in the fall.

During the 1974-75 academic year, all DCCCD students enrolled in the course were taught by a single instructor, rather than separate instructors at the individual colleges.

To evaluate the psychology telecourse, a survey instrument was administered to all students enrolled in the course at the final examination. In all, 424 surveys were completed and the following data was obtained (See Appendix VI).

Student Characteristics

--Seventy-one percent of the students surveyed were married.
--The students were approximately evenly distributed by sex.
--Eighty percent of the students were between 17 and 36 years of age.
--Almost half (47%) of the students were enrolled in at least one other television course.
--More than one-third of the students were not taking any on-campus courses.

Administrative Factors

--The most popular viewing days citied by the students were Saturday and Sunday.
--Approximately 45% of the students watched the early morning telecasts.
--Seventy-one percent of the students indicated that they did not talk with their instructor during the course.

Instructional Techniques

--The course components judged most helpful in understanding the course material were the telecasts, textbooks, newsletters and examinations.
--The course components judged least helpful were the seminars and the hotline telephone service.
--While the study guide was judged to be the most useful component of the course, the sections deemed most helpful were the pretests, posttests, vocabulary and lesson objectives.
--The sections of the study guide that were rated as being least helpful were the "Bibliography" and "Involvement Activities".

Writing for a Reason: Fall, 1974

During 1973-74, the DCCCD developed a telecourse in first-semester freshman English composition, Writing for a Reason (English 101). The design of the course included a series of some eleven mail-in assignments as well as three on-campus examinations. The examinations included both essay questions and multiple-choice questions. The administrative design called for the employment of "writing consultants," faculty members, each of whom would work with approximately thirty-five students.

In the fall semester of 1974, the evaluation of the course was first carried out: A survey questionnaire was sent to 828 students enrolled in the Writing for a Reason telecourse. Of these, 194 questionnaires were completed and returned. Below is a summary of the data (See Appendix VII).

Student Characteristics

--Students categorized their occupational status as follows:

Professional--25%
White collar--18%
Blue collar--14%
Domestic--.5%
Housewife--17%
Student--15%
Unemployed--.5%
Other--4%

--Five percent of the students stated that the highest educational level they had completed was grade school; thirty-five percent had completed high school; forty-three percent had completed some college; twelve percent had completed two years of college; and one percent had completed some graduate work.

--Twenty percent of the students indicated that they were not presently working toward a degree; twenty-six percent were working toward the Associate Degree; twenty-five percent were working towards the bachelors, and 0.5% were working toward the Master's Degree.

--The ethnic distribution of the respondents was as follows:

White--91%
Black--5%
Mexican-American--2%
American Indian--0.5%
Other--0.5%

These demographics revealed an enrollment significantly more anglo and upper middle class than the general population.

--Sixty-three percent of the respondents were females.

--One-fourth of the students were receiving VA benefits in connection with the course.

--Forty-seven percent of the students were taking no other courses than Writing for a Reason.

Use of Television as an Instructional Mode

--Ninety-three percent of the students indicated that in their opinion, an appropriate amount of material was covered in the course.

--Eighty-five percent felt that they had accomplished their objectives by taking the course.

Instructional Techniques

--One-third of the students indicated that they had never used the hotline information service; four percent indicated that they used it weekly.

--Sixty percent of the students indicated that they would like to attend student-teacher seminars. Thirty-nine percent of the students further stated that they would prefer a small seminar (less than 20 students attending), 23% said they would prefer a large seminar (20 to 50 students).

--Almost half the students indicated that they would like to hear additional lecture material over the radio to supplement the television programs.

Administrative Factors

--Seventy-eight percent of the students indicated a preference for evening telecasts.

--Friday and Saturday were the least popular viewing days.

--Seventy-five percent usually watched the television programs at the same time each week.

--Sixty-eight percent of the students indicated a preferance for 30 minute telecasts.

--Almost half (43%) of the students stated that they viewed the television programs more than once.

Use of Television as an Instructional Mode

--When asked their general opinion of the telecourse, student responses were as follows:

Strongly favorable--24%
Favorable--36%
Neutral--23%
Dislike--7%
Strongly dislike--0%

A second project was undertaken in the spring of 1974 to assess the improvement in writing skills of students enrolled in the Writing for a Reason course. Students were asked to write a composition on one of two topics, "A Good Neighbor" or "A Television Commercial" at the beginning of the semester. At the end of the semester they were asked to write a second composition on the topic they had not chosen the first time.

Fifty pairs of compositions were selected by random sampling methods from papers collected completed by telecourse students. Four faculty members, one from each campus, served as raters. The raters were instructors of on-campus sections only, having no involvement with television. They were asked to rate each paper on a scale from one (low) to four (high) for each of seven criteria: 1) content, 2) organization of the entire paper, 3) organization of paragraphs, 4) spelling and mechanics, 5) word usage,

6) diction, and 7) sentence structure, variety and clarity. Papers were unmarked to preserve anonymity so that the raters were unable to determine the identity of the students, or whether the paper was written at the beginning or end of the semester.

Analysis of the data from the fall indicated that telecourse students demonstrated substantial gains in the quality of the compositions, having a higher average score on the post-course than the pre-course compositions.

Writing for a Reason: Spring, 1975

In the spring semester a similar evaluative design was carried out. This time the raters were asked to weigh each of the seven criteria in relation to their importance to the total evaluation of the compositions. The order established (in order from most to least important) was: content; organization of paper; organization of the paragraphs; sentence structure, variety, and clarity; diction; spelling and mechanics; and word usage.

The results of the spring study were similar to the fall. The overall quality of the compositions improved markedly from pre-course to post-course measures. Statistically significant improvement occurred in each of the seven areas, with no decreases and no scores remaining the same. The greatest gains occurred in content, organization of the paper, and organization of paragraphs. These were the areas deemed by the raters to be most important to composition evaluation and are also the primary telecourse learning objectives. For example, the average score on content at the beginning of the semester was 2.1 as compared with 2.6 at the end of the semester, for an average gain of .5 over the semester. This was a gain of twenty-four percent (24%).

Telecourse English 101 Composition Ratings
Spring, 1975

Criteria	Pre-Course Average	Post-Course Average	Average Gain
Content	2.1	2.1	.5
Organization of Entire Paper	2.0	2.6	.6
Organization of Inividual Paragraphs	2.2	2.6	.4
Sentence Structure, Variety, and Clarity	2.6	2.8	.2
Diction	2.6	2.8	.2
Spelling and Mechanics	2.5	2.6	.1
Word Usage	2.6	2.7	.1
Total	2.4	2.7	.3

Also in the spring semester, a questionnaire was administered to students at the time of the final examination to obtain data about the students and their perceptions. From the 246 students who completed the questionnaires, the following new information was obtained.

Student Characteristics

--Twenty-six percent of the students were taking only television courses.

--Fifty-six percent of the students were taking other television courses at the same time they were enrolled in Writing for a Reason.

--Sixty-eight percent of the students indicated that they were currently employed full-time.

--The students were approximately evenly distributed by sex.

--Half of the students were between 21 and 35 years of age. One percent of the students was over 50 years of age.

--Students reported their family's yearly income as follows:

Below $5,000--3%
$5,000-$10,000--30%
$10,000-$20,000--48%
$20,000-$30,000--14%
Over $30,000--7%

Instructional Techniques

--Twenty-eight percent of the students indicated that they completed "hardly any" of the exercises in the study guide. One-third said that they completed "some" of the exercises, and only 18% indicated that they completed "most" of them.

--Forty-three percent felt that, in general, the study guide was very helpful to them.

--Forty-eight percent found the Harbrace Handbook "very helpful;" 36% felt it to be "helpful;" 4% did not like it, and 12% did not use it.

--One-third of the students indicated that they never used the Hotline Information Service.

Use of Television as an Instructional Mode

--Fifty-five percent of the students indicated that they were pleased with the course; 36% said they found it adequate, and 9% indicated that they were dissatisfied.

--Forty-four percent said the course component they liked best was the series of television programs; 27% like the study guide best; 20% like their association with their writing consultant best.

--Forty-six percent felt they were learning "a lot" from the television programs.

--Sixty-nine percent of the students felt that the television programs were "interesting," 20% felt that they were "O.K.;" 11% found them to be "dull."

Administrative Factors

--Thirty-eight percent of the students were "pleased" with the viewing times; 35% found them "acceptable;" and 27% found them "inconvenient."

--Seventy-three percent of the students said that they would like to take other courses on television.

--Fifty-five percent said they would like to be able to get an Associate Degree via television.

CONCLUSION

From all the data on telecourse students which has been accumulated from 1972-1975, several conclusions may be drawn which are applicable to the telecourses offered by the Dallas County Community College District.

Student Characteristics

While demographic characteristics of students enrolled in telecourses are generally similar to the characteristics of the larger student population, there is evidence that the telecourses are generating a unique population of students. For instance, the number of students who were taking only telecourses continued to grow as new telecourses were added. Increasing numbers of students commented that they would not have been able to take college courses if it had not been for the telecourse offerings because of family and job commitments, transportation and health difficulties, etc. Thus, it appears that the telecourses are serving a group of students who would not otherwise be able to take advantage of college course offerings. To investigate the impact of telecourse enrollments on the district, enrollment data for the three year period was compiled into Figures 1-4.

Significant numbers of students also indicated that, while they were enrolled in both telecourses and on-campus courses, they were part-time students. This fact would suggest that telecourses assist students who are unable to attend classes full-time to progress more rapidly through college.

Instructional Techniques

Student responses to the evaluative surveys indicate that at least 90% of all telecourse students felt the quality of the courses to be quite high. They indicated that they had learned as much from the telecourses as from their on-campus courses, and that they had accomplished their goals and objectives in the course.

Student comments indicate that the study guide is a vital course component for elaborating and reinforcing the material presented in the telecasts and in the textual readings. The seminars seem to be less helpful to the students. The hotline appears to operate satisfactorily for most of the students who use it, though some students reported having difficulties in getting answers to their questions, particularly before 1974-75.

It is of interest that the percentage of students who contact an instructor has continued to decrease. This may, perhaps, be attributed to the orientation sessions and newsletters which have been constantly refined in an attempt to anticipate student questions and problems.

It was of significant concern, however, that over half the students enrolled in the American Government telecourse during the fall semester of 1973 stated that

they had had questions during the course to which they were unable to obtain answers. Analysis indicated that the use of a single faculty member to answer the questions of all students may have reduced each student's accesss to the faculty member. More recent measurements, taken after the assignment of individual faculty members at each college and institution of the hotline telephone service by the Instructional Television Center, revealed no repetition of the problem.

Use of Television as an Instructional Mode

As a whole, the students seem to be strongly in favor of the application of television to instruction. In written comments students frequently cited the ability of television to incorporate interviews with famous people in the field as an outstanding advantage of the medium. The variety of techniques, ranging from lectures to interviews to film clips and dramatizations, were of particular appeal, and the technical quality of the productions has consistently received high ratings.

Telecourses seem to incorporate some of the advantages of correspondence study in that students can proceed through the courses to some degree at their own pace, can schedule their time more flexibly, and need not travel to the campuses so often. However, a minority of students view these "advantages" as disadvantages: some students state that they lack the personal motivation to keep up in their studies without the prodding of instructors, that they have difficulty in pacing themselves and scheduling their time productively, and that they miss the face-to-face contact with instructors and fellow students. It may be that television is not the medium of choice for these students.

These conclusions also suggest that more study should be devoted to the types of students who are most successful in independent study modes, that informed counseling might assist students in selecting the mode of instruction which suits them best, and that study skills instruction might be developed to help telecourse students learn to "work the system" to advantage.

Administrative Factors

The evaluation reveals a clear need for better broadcast times. Telecourse programs which appear on the air early in the morning or very late at night are inconvenient for many working people. These students are therefore compelled to watch weekend broadcasts, although they, too, may be inconvenient. The DCCCD has negotiated an agreement with the Public Communication Foundation for North Texas, which operates KERA-TV (Channel 13 in Dallas), in which it is planned that a new UHF television station will be opened for the primary purpose of broadcasting college instructional programming.

The mechanics of telecourse implementation, particularly the operation of the hotline telephone service, the discussion meetings and seminars, and the mailing of newsletters and test results, also must work smoothly if a telecourse

is to be effective. In this regard, the ITV Center has added hotline operators and instituted procedures to ensure the timely mailing of important telecourse materials.

The presence of videocassettes of telecourse programs in the libraries of the colleges (and in two Dallas public libraries) has clearly been of assistance to students who miss the on-air broadcasts. Instructors of on-campus classes in the same subjects have also availed themselves of the opportunity to use individual programs as enrichment materials in the classroom.

Future Directions in Evaluation

During the 1975-76 academic year, several in-depth evaluation projects have been initiated to assess the comparability of achievement levels of students enrolled in telecourses and in the parallel on-campus courses, as well as to investigate the characteristics of successful and unsuccessful students in telecourses. Student profiles have been made available from initial registration records rather than from surveys only of those students who have remained in the course until the final examination. The institution of a certifiable twelfth-day roll has permitted more realistic comparison of withdrawal rates in telecourses with those of on-campus courses.

A report of these new evaluative efforts is planned during late 1976, following the conclusion of the 1975-76 academic year.

APPENDIX I

GRADE DISTRIBUTION
GOVERNMENT 201 COURSES

GOVERNMENT 201 COURSES, EXCLUDING 201 TELECOURSES --- 71.8% success

	A		B		C		D		F		I		W		P	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Eastfield-613	228	37%	161	26%	94	15%	29	5%	12	2%	21	3%	68	12%		
El Centro-443	82	19%	133	30%	98	22%	32	7%	39	9%	4	1%	49	11%	6	1%
Mt. View-440	83	18%	121	27%	100	23%	33	8%	12	3%	2	0%	82	19%	7	2%
Richland-620	170	27%	156	25%	93	15%	35	6%	10	2%	1	0%	152	25%	3	0%
2,116	563	27%	571	27%	385	18%	129	6%	73	3%	28	1%	351	17%	16	1%

GOVERNMENT 201 TELECOURSE - - - 64.3% success

	A		B		C		D		F		I		W		P	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Eastfield	20	11%	48	27%	47	21%	9	5%	0	0%	7	4%	52	32%	0	0%
El Centro	20	14%	27	20%	29	21%	4	2%	3	2%	4	2%	48	39%	0	0%
Mt. View	33	15%	46	22%	49	23%	11	5%	1	0%	6	2%	62	33%	0	0%
Richland	45	22%	68	34%	36	18%	3	1%	1	0%	4	2%	39	23%	0	0%
712	118	17%	189	27%	151	21%	27	4%	5	1%	21	3%	201	27%	0	0%

GOVERNMENT 201 TELECOURSE
Student Survey - Fall, 1972

1. Age

a)	19 or younger	8.9%
b)	20 - 24	21.1%
c)	25 - 29	17.8%
d)	30 - 34	13.3%
e)	35 - 39	13.3%
f)	over 39	25.6%

2. Sex

a)	Male	35.6%
b)	Female	64.4%

3. Course Grade

a)	F	0%
b)	D	4.4%
c)	C	16.7%
d)	B	44.4%
e)	A	34.5%

4. Which source provided you with the most information?

a)	Televised presentation	36.7%
b)	Assigned text reading	61.1%
c)	No response	2.2%

5. Compared to what you expected and wanted, was the material presented on television . . .

a)	too advanced?	6.7%
b)	too elementary?	35.6%
c)	just right?	56.7%
d)	no response	1.0%

6. Which unit of study did you feel was the easiest to understand?

a)	Unit I on the U.S. Constitution	28.9%
b)	Unit II on the Texas Constitution	20.0%
c)	Unit III on Federalism	11.1%
d)	Unit IV on the Political Process	31.1%
e)	No response	8.9%

7. Did questions about the material come up in your mind which were not answered either in texts or in lectures?

a)	Yes	44.4%
b)	No	50.0%
c)	No response	5.6%

8. Do you think television is a good way to assist with your college education?

a)	Yes	90.0%
b)	No	8.9%
c)	No response	1.1%

9. Do you feel the lecture approach provided you with the necessary information to assist in understanding the course?

a)	Yes	52.2%
b)	No	21.1%
c)	No response	26.7%

10. Do you feel that any one element of the production was most helpful to your learning?

a)	Visual Aids	8.9%
b)	Film	16.7%
c)	Instructor	24.4%
d)	Audio	6.7%
e)	No response	43.3%

11. Did the 15 minute format make the course more or less attractive in terms of your desire to enroll?

a)	More	40.0%
b)	Less	22.2%
c)	No response	37.8%

12. What preferences do you have for length of telecasts?

a)	15 minutes	30.0%
b)	30 minutes	45.6%
c)	45 minutes	2.2%
d)	60 minutes	0%
e)	No response	22.2%

13. What time of the day did you usually watch the series?

a)	early morning	20.0%
b)	afternoon	25.6%
c)	evening	32.2%
d)	No response	40.2%

14. Any particular day?

a)	Monday	15.6%
b)	Tuesday	5.6%
c)	Wednesday	6.7%
d)	Thursday	1.1%
e)	Friday	0%
f)	Saturday	12.2%
g)	Sunday	24.4%
h)	No response	34.4%

15. Did you like the scheduled repeat of the previous week's programming?

a)	Yes	66.7%
b)	No	4.4%
c)	No response	28.9%

16. Did you receive your newsletter on time?

a)	Yes	38.9%
b)	No	40.0%
c)	No response	21.1%

17. Did you find the Newsletter valuable to the course?

a)	Yes	55.6%
b)	No	17.8%
c)	No response	26.6%

18. Did you make use of the Hotline service?

a)	Yes	44.4%
b)	No	32.2%
c)	No response	23.4%

Was it to your satisfaction?

a)	Yes	31.1%
b)	No	14.4%
c)	No response	54.5%

19. Did you ever talk with the instructor(s)?

a)	Yes	56.7%
b)	No	21.1%
c)	No response	22.2%

20. Was this your first college credit course?

a) Yes	10.0%
b) No	88.9%
c) No response	1.1%

21. (If no) Have you taken courses at El Centro, Mountain View or Eastfield?

a) Yes	63.3%
b) No	32.2%
c) No response	4.5%

22. Would you like to take other TV courses?

a) Yes	84.4%
b) No	14.4%
c) No response	1.2%

23. Without the TV course would you have <u>not</u> been able to take the course?

a) Yes	46.7%
b) No	50.0%
c) No response	3.3%

24. How did you find out about the course?

a) Newspaper	31.1%
b) Friend	10.0%
c) TV advertising	2.2%
d) College Catalogue	6.7%
e) Brochure	0%
f) Other	44.4%
g) No response	5.6%

25. Did you take this course for teacher certification?

a) Yes	34.4%
b) No	65.6%

GOVERNMENT 201 TELECOURSE
Student Survey - Fall, 1973

1. Sex

a) Male	57%
b) Female	43%

2. Age

a) 19 or younger	11%
b) 20 - 24	23%
c) 25 - 29	17%
d) 30 - 34	12%
e) 35 - 39	37%
f) Over 39	0%

3. Are you receiving Veteran's Benefits for this course?

a) Yes	34%
b) No	66%

4. Was this your first college credit course?

a) Yes	7%
b) No	93%

5. If not, how many hours have you earned before this semester?

a) 12 or less	10%
b) 12 - 24	25%
c) 25 - 26	24%
d) 37 - 48	12%
e) 49 - 60	4%
f) 61 or more	18%
g) No response	7%

6. Are you currently enrolled in any courses other than Government 201 Telecourse?

a) Yes	86%
b) No	14%

7. In addition to telecourses, such as Government 201 and Man and Environment, are you taking any on-campus courses?

a) Yes	73%
b) No	25%
c) No response	2%

8. Are you taking this course in order to fulfill requirements for teacher certification?

a) Yes	28%
b) No	69%
c) No response	3%

9. Which source provided you with the most information?

a) Television programs	15%
b) Assigned text readings	82%
c) No response	3%

10. Compared to what you expected and wanted, was the material presented on television . . .

a) Too advanced	7%
b) Too elementary	19%
c) Just right	65%
d) No response	9%

11. Which unit did you feel was the easiest to understand?

a) Unit I on the U. S. Constitution	20%
b) Unit II on the Texas Constitution	20%
c) Unit III on federalism	16%
d) Unit IV on the Political Process	39%
e) No response	5%

12. Did questions about the material come up in your mind to which you were not able to get an answer?

a) Yes	41%
b) No	57%
c) No response	2%

13. What preferences do you have for length of telecasts?

a) 15 minutes	45%
b) 30 minutes	48%
c) 45 minutes	2%
d) 60 minutes	4%
e) No response	1%

14. What time of the day did you usually watch the series?

a) Early afternoon	29%
b) Afternoon	14%
c) Evening	54%
d) No response	3%

15. In order to watch the series, what time of the day would be best for you?

a)	6 a.m. - 9 a.m.	21%
b)	9 a.m. - 12 noon	5%
c)	12 noon - 3 p.m.	4%
d)	3 p.m. - 6 p.m.	3%
e)	6 p.m. - 9 p.m.	25%
f)	9 p.m. - 12 midnight	41%
g)	No response	1%

16. Did you watch on any particular day?

a)	Monday	6%
b)	Tuesday	17%
c)	Wednesday	6%
d)	Thursday	6%
e)	Friday	0%
f)	Saturday	17%
g)	Sunday	38%
h)	No response	10%

17. Did you ever talk with the instructor(s)?

a)	Yes	57%
b)	No	40%
c)	No response	3%

18. How did you find out about the course?

a)	Newspaper	16%
b)	Friend	16%
c)	TV advertising	8%
d)	Counselors	18%
e)	College Catalogue	12%
f)	Brochure	15%
g)	Other	12%
h)	No response	3%

19. With respect to my understanding of the course the following were:

		Very Helpful				Not Helpful	Ave.
		5	4	3	2	1	
a)	TV Program	23%	33%	25%	15%	4%	3.56
b)	Textbooks	51%	33%	13%	1%	1%	4.33
c)	Study Guide	22%	22%	25%	13%	10%	3.32
d)	Orientation & Seminars	9%	15%	22%	26%	23%	2.59
e)	Hot Line	16%	19%	24%	22%	15%	3.00
f)	Newsletter	13%	14%	24%	28%	19%	2.73
g)	Examinations	20%	33%	24%	10%	10%	3.44

Categories of most frequent responses on open-ended questions:

20. Why did you take the TV course rather than taking Government 201 on campus?

a) Avoid traditional class, i.e., time spent in class
b) Convenient
c) Easier to work around job, other classes, and family
d) Only course open
e) Counselor's advice
f) Save fuel
g) Liked program presentation
h) To see what it was like
i) No term papers

21. What suggestions would you have for improving the course?

a) Avoid statistics and quotes
b) Need on-campus lectures per unit covered
c) Avoid negative approach
d) Explain where the test questions are coming from
e) Use one book rather than three
f) More classroom time
g) Need question and answer workbook and seminars
h) Coordinate tests and telecasts together
i) Speed up dialogue for concentration purposes
j) Make the reading list more selective
k) Bring the course down to the public level
l) Make the program more interesting and relevant
m) Cover less material
n) Make detailed test results available to students
o) Schedule flexible testing at college testing centers
p) Tape TV programs for later referral
q) More telecasts in the evening hours

GOVERNMENT 201 TELECOURSE
Student Survey - Spring, 1975

1. Sex

a)	Male	49%
b)	Female	50%
c)	No Response	1%

2. Age

a)	19 or less	9%
b)	20 - 24	24%
c)	25 - 29	25%
d)	30 - 34	20%
e)	35 - 39	9%
f)	Over 39	13%
g)	No response	0%

3. Are you receiving Veteran's benefits for this course

a)	Yes	27%
b)	No	72%
c)	No response	1%

4. Was this your first college credit course?

a)	Yes	7%
b)	No	92%
c)	No response	1%

5. How many hours have you earned before this semester?

a)	11 or less	15%
b)	12 - 24	21%
c)	25 - 36	14%
d)	37 - 48	11%
e)	49 - 60	9%
f)	61 or more	23%
g)	No response	7%

6. Are you currently enrolled in any course other than Government 201 telecourse?

a)	Yes	76%
b)	No	24%
c)	No response	0%

7. If so, how many hours are you attempting not counting Government 201 Telecourse?

a)	0	23%
b)	1-3	16%
c)	4-6	19%
d)	7-9	19%
e)	10-12	12%
f)	13-15	7%
g)	16-18	2%
h)	19-21	0%
i)	Over 21	0%

8. In addition to TV courses, are you taking any on-campus courses:

a)	Yes	67%
b)	No	32%
c)	No response	1%

9. Are you taking this course in order to fulfill requirements for teacher certification?

a)	Yes	25%
b)	No	74%
c)	No Response	1%

10. Which source provided you with the most information?

a)	TV Programs	44%
b)	Assigned Text Reading	47%
c)	No Response	9%

11. With respect to my understanding of the course, the following were:

		Very Helpful				Not Helpful
		5	4	3	2	1
a)	TV Program	36%	25%	22%	9%	6%
b)	Textbook Readings	31%	29%	24%	9%	5%
c)	Study Guide	72%	16%	6%	1%	1%
d)	Orientation & Seminars	5%	7%	22%	23%	33%
e)	Hot Line	10%	11%	18%	19%	32%
f)	Newsletter	24%	27%	25%	12%	8%
g)	Examinations	27%	30%	26%	7%	6%

12. Compared to what you expected and wanted, was the material presented on television. . .

a)	Too Advanced	8%
b)	Too Elementary	14%
c)	Just Right	67%
d)	No Response	11%

13. Did questions about the material come up in your mind to which you were not able to get an answer?

a)	Yes	51%
b)	No	35%
c)	No Response	14%

14. What preference do you have for length of telecasts?

a)	15 minutes	7%
b)	30 minutes	58%
c)	45 minutes	2%
d)	60 minutes	17%
e)	No response	16%

15. What time of day did you usually watch the series?

a)	Early morning	33%
b)	Afternoon	26%
c)	Evening	22%
d)	No Response	19%

16. Did you watch on any particular day?

a)	Monday	5%
b)	Tuesday	1%
c)	Wednesday	4%
d)	Thursday	2%
e)	Friday	0%
f)	Saturday	12%
g)	Sunday	53%
h)	No response	23%

17. Did you ever talk with the instructor(s)?

a)	Yes	18%
b)	No	68%
c)	No response	14%

18. How did you find out about the course?

a)	Newspaper	5%
b)	Friend	27%
c)	TV Advertising	1%
d)	Counselors	12%
e)	College Catalogues	23%
f)	Brochures	3%
g)	Other	7%
h)	No Response	22%

APPENDIX V

BIOLOGY 290 (ECOLOGY) TELECOURSE
Student Survey - Spring, 1974

1. College

a)	Eastfield	30%
b)	El Centro	29%
c)	Mountain View	19%
d)	Richland	22%

2. Age

a)	19 or younger	2%
b)	20 - 24	12%
c)	25 - 29	30%
d)	30 - 34	24%
e)	35 - 39	18%
f)	Over 39	14%
g)	No response	0%

3. Sex

a)	Male	75%
b)	Female	25%
c)	No response	0%

4. Attendance pattern

a)	Part-time student	61%
b)	Full-time student	36%
c)	No response	3%

5. Highest educational level attained

a)	High School	20%
b)	One year of college	30%
c)	Two years of college	38%
d)	Three years of college	7%
e)	Four years of college	3%
f)	Earned college degree	2%
g)	No response	0%

6. What time of the day did you usually watch the series?

a)	Early morning	32%
b)	Afternoon	28%
c)	Evening	38%
d)	No response	2%

7. What day of the week did you usually watch the series?

a)	Monday	16%
b)	Tuesday	11%
c)	Wednesday	10%
d)	Thursday	6%
e)	Friday	2%
f)	Saturday	36%
g)	Sunday	16%
h)	No response	3%

8. Did you like the Saturday repeat schedule?

a)	Yes	91%
b)	No	5%
c)	No response	4%

9. Was this your first college television course?

a)	Yes	71%
b)	No	26%
c)	No response	3%

10. Are you presently taking other on-campus courses?

a)	Yes	81%
b)	No	17%
c)	No response	2%

11. Did you find the newsletter valuable to the course?

a)	Yes	89%
b)	No	6%
c)	No response	5%

STATEMENT	strongly disagree 1	disagree 2	uncertain or no opinion 3	agree 4	strongly agree 5	no response	average
1. The course was well designed and presented	3%	3%	6%	59%	29%	0%	4.10
2. My goals and purposes for taking this course were fully achieved	3%	3%	11%	49%	34%	0%	4.10
3. Upon completion of this course, I find myself more interested and/or favorably impressed with the subject matter than I was before the course	4%	1%	6%	34%	55%	0%	4.37
4. I would like to take a follow-up course based upon this course	4%	9%	27%	37%	23%	2%	3.64
5. I would like to enroll in one or more additional TV courses	4%	5%	18%	35%	36%	2%	
6. I would recommend such TV courses to others	4%	1%	4%	42%	47%	2%	4.30
7. On the whole, the TV documentaries were very helpful in preparing me for the tests and exams	4%	11%	19%	47%	16%	3%	3.64
8. On the whole, the TV documentaries caught and held my attention very well	3%	8%	15%	50%	22%	2%	3.81
9. On the whole, I was very impressed by the technical or professional quality of the TV documentaries	3%	8%	15%	50%	11%	2%	3.85
10. The schedule of the TV presentations was very convenient for me	10%	18%	11%	39%	20%	2%	3.23
11. The schedule and locations for the on-campus meetings (orientation, examinations, seminars) were very convenient for me	5%	5%	6%	47%	35%	2%	4.09
12. The seminars are very worthwhile	5%	6%	28%	45%	23%	3%	3.79

STATEMENT	strongly disagree 1	2	disagree 3	uncertain or no opinion 4	agree 5	strongly agree no response	average
13. The learning objectives stated in each Module were on the whole very useful to me	1%	5%	10%	54%	27%	3%	4.01
14. The course material was well designed to help me achieve the stated learning objectives	2%	2%	9%	53%	32%	2%	4.21
15. The mid-term examinations tested the objectives well	1%	3%	12%	54%	27%	3%	3.91
16. The textbook materials were very helpful to me in meeting the objectives of the course	2%	3%	7%	53%	33%	2%	4.15
17. The study guide was very helpful to me in meeting the objectives	3%	2%	6%	40%	47%	2%	4.28
18. The methods of presentation of the subject matter were very appropriate for me	2%	5%	11%	56%	24%	2%	3.97
19. I felt I had sufficient background knowledge (prerequisites) for this course	2%	11%	16%	48%	21%	2%	3.87
20. The vocabulary (words) used in the course gave me no problems in understanding the ideas	4%	5%	12%	50%	27%	2%	3.95
21. I believe I learned a lot, considering the time I spent on this course	3%	2%	4%	38%	51%	2%	4.34

PSYCHOLOGY 105 TELECOURSE
Student Survey - Fall, 1974

1. Marital Status

a)	Married	71.2%	c)	Other	2.6%
b)	Single	25.9%	d)	No response	.3%

2. Sex

a)	Male	46.2%	c)	No response	.5%
b)	Female	53.3%			

3. Age

a)	17-26	41.0%	d)	47-56	5.4%
b)	27-36	39.2%	e)	Over 56	.5%
c)	37-46	13.9%	f)	No response	0%

4. Are you enrolled in any other telecourse?

a)	Yes	47.6%	c)	No response	0%
b)	No	52.4%			

5. Are you enrolled in any on-campus course?

a)	Yes	65.1%	c)	No response	0%
b)	No	34.9%			

6. Are you receiving Veteran's Benefits for this course?

a)	Yes	29.7%	c)	No response	2.1%
b)	No	68.2%			

7. When did you generally view the telecasts?*

a)	Monday	13.2%	e)	Friday	4.0%
b)	Tuesday	24.5%	f)	Saturday	35.1%
c)	Wednesday	16.8%	g)	Sunday	51.9%
d)	Thursday	14.4%			

8. What time did you generally view the telecasts?

a)	6 a.m. - 12 Noon	44.6%	d)	More than one time indicated	15.6%
b)	12 Noon - 6 p.m.	31.6%	e)	No response	2.1%
c)	6 p.m. - 12 Midnight	6.1%			

*Total of percentages exceed 100% due to multiple responses.

With respect to its helpfulness in understanding the course material the following were:

	Very Helpful	Helpful	Uncertain	Not Very Helpful	Not at All Helpful	No Response
9. Seminar	6.8%	26.9%	37.0%	12.7%	5.2%	11.4%
10. Orientation	17.9%	46.9%	15.8%	11.3%	3.5%	4.6%
11. Examinations	18.6%	55.2%	13.9%	6.4%	3.8%	2.1%
12. Hotline	14.9%	34.2%	24.5%	12.0%	9.4%	5.0%
13. Newsletter	35.4%	46.7%	5.2%	5.2%	4.5%	3.0%
14. Textbook	66.8%	28.5%	1.9%	1.6%	.0%	1.2%
15. Telecasts	50.5%	39.2%	4.7%	3.1%	1.2%	1.3%

With respect to its helpfulness in the course, the following sections of the Study Guide were:

	Very Helpful	Helpful	Uncertain	Not Very Helpful	Not at All Helpful	No Response
16. Overview	24.3%	54.5%	10.6%	5.7%	.9%	4.0%
17. Learning Objectives	27.1%	52.1%	9.4%	7.1%	.9%	3.4%
18. Self Pre-Test	45.3%	38.4%	7.1%	5.9%	1.4%	1.9%
19. Key Terms	53.3%	37.8%	3.8%	2.1%	.7%	2.3%
20. Study Assignments	47.2%	38.2%	8.3%	3.1%	.5%	2.7%
21. TV Program Guide	41.0%	39.6%	10.9%	4.5%	.9%	3.1%
22. Supplementary Material	19.8%	35.4%	27.1%	10.1%	3.5%	4.1%
23. Self Post-Test	68.2%	27.1%	2.1%	.2%	.2%	2.2%
24. Involvement Activities	8.7%	25.2%	41.8%	12.3%	6.1%	5.9%
25. Bibliography	7.5%	24.5%	38.2%	14.2%	9.7%	5.9%

26. Was the amount of material covered appropriate for a one-semester course?

a) Yes 93.4%
b) No 4.2%
c) No Response 2.4%

27. Did you ever talk with your instructor?

a) Yes 27.1%
b) No 71.0%
c) No Response 1.9%

28. Do you feel that you have accomplished your objectives for taking this course?

a) Yes 85.1%
b) No 10.9%
c) No Response 4.0%

29. When asked to list any weaknesses in the course, the students most often cited:

a) Lack of contact with students and instructor
b) Lack of feedback on tests
c) No telecasts during prime time
d) Hotline was of little help in providing references to material or answers to questions
e) Tests require memorization of names, not concepts
f) Content of course too extensive
g) Too much homework
h) More frequent testing on lesser amounts of material
i) Seminars

30. When asked to list the greatest strengths of the course, the most frequent responses were:

a) Study guide
b) Quality of television programs
c) Outside speakers
d) Convenience and flexibility of schedule
e) Textbook
f) Effective organization of components
g) Tests
h) Variety of instructional techniques
i) Ability to pace oneself

31. Some selected comments on weaknesses of the course were:

* "I would prefer to watch the programs late at night (when children are in bed)."
* "Of what value is it for us to know the names of two guests who talked about autism? It seems to me to be more important to know what autism is and how it is being treated."
* "Often the telecasts are only vaguely related to the study guide."
* "The program in which the instructor and several students discussed the course was a wasted class."
* "I didn't want to know about dead people and dead weight, only what I can use to solve problems now and in the future."
* "The tests do not function as a learning exercise in that missed questions are not readily available for correction."
* "The tapes in the library were inaccessible because of the amount of people who wanted to watch them."

32. Some selected comments on strengths of the course were:

* "The Pre and Post Self Tests were extremely helpful."
* "I love the Study Guide, every course should use one, not just T.V."
* "The course was well organized and easy to follow."
* "What you get out of it you seek to obtain, so its rewards are a product of sincere interest."

* "The interviews with famous psychologists, which would not have been possible in a classroom, were fantastic!"
* "My husband and family also enjoyed viewing the programs."
* "Dr. William Glasser was the greatest! He must be the Archie Bunker of his field, and his forthright statements were so refreshing."
* "It would benefit everyone to have a psychology course such as this one. It was most informative and opened new windows to understanding people, situations, etc. I am glad to be living in a time so advanced."

BRIEF SUMMARY OF PRELIMINARY ANALYSIS OF GENERAL SURVEY OF TELECOURSE STUDENTS ENROLLED IN ENGLISH 101 TELEVISION - FALL, 1974

A survey questionnaire was sent to about 3,700 students enrolled in or more DCCCD telecourses last fall. One hundred ninety-four (194) enrolled in Writing for a Reason, English 101 television, responded. Unless specifically stated otherwise, percentages are based upon the 194 returns, and the item numbers below do not correspond to the numbered questions in the original survey.

1. In addition to English 101 T.V., percent enrolled in other telecourses:

   Man & Env. - 14%, Psy. 105 - 34%, Gov. 201 - 24%

2. Likes and dislikes -- English 101 T.V.

LIKES	DISLIKES
It's on TV-10%	No dislikes-9%
Readings-0.5%	Readings-2%
Scheduling-8%	Lack of interaction-11%
Instructor-7%	Scheduling-10%
Study Guide-5%	Study Guide-3%
Interviews-3%	Instructor-2%
Film clips-3%	Other-33%
Other-24%	

3. Watch programs more than once: Yes - 43%, No - 57%

4. Usually watch telecast at a specific time and day: Yes - 75%, No - 25%

5. Learning as much as in classroom: Yes - 66%, No - 28%

6. Length of T.V. program: 15 min. - 5%, 20 min. - 7%, 30 min. - 68%, 45 min. - 6%, 60 min. - 10%

7. Transportation: Yes - 92%, No - 8%

8. Use hotline: No - 35%; weekly - 4%, biweekly - 9%, several times during the semester - 23%, rarely - 28%

9. Taking other courses: Yes - 52%, No - 47%

10. Taking 12 hours or more: Yes - 2%, No - 71%

11. General opinion of English 101 TV: Strongly favorable - 24%, Favorable - 36%, Neutral - 23%, Dislike - 7%

12. Would like additional lecture material over radio to supplement T.V. programs: Yes - 49%, No - 43%

13. Would like student-teacher seminars: No - 21%; one - 2%, two - 18%, three or more - 40%. Size: less than 20 - 39%, 20 to 50 students - 23%, more than 50 - 3%

14. Time of day you prefer to watch English 101 TV:

Early morning - 19%	Late afternoon - 12%
Late morning - 13%	Early evening - 3%
Early afternoon - 12%	Late evening - 45%

15. Preferred day(s) of week for viewing English 101 TV:

Monday - 43%	Thursday - 41%	Sunday - 26%
Tuesday - 47%	Friday - 20%	
Wednesday - 42%	Saturday - 20%	

16. Occupation: Professional - 25%, White collar - 18%, Blue collar - 14%, Domestic - 0.5%, Housewife - 17%, Student - 15%, Unemployed - 0.5%, Other - 4%

17. Education level:
Grade school - 5%
High school - 35%
0-30 hrs of college - 43%
30-60 hrs of college - 12%
2 yr degree - 1%
Some grad. work - 1%
Master's degree - 0%
Doctoral degree - 0%

18. Currently working toward a degree: No - 20%; AA - 26%, Bachelor - 25%, Masters - 0.5%, other 27%

19. Age distribution:
under 20: 17%
20-29: 23%
30-39: 20%
40-49: 11%
50-up: 3%

20. Household annual income: under $7500 - 12%, $7500 to 10,000 - 14%, $10,000 to 15,000 - 33%, over $15,000 - 35%

21. Ethnic: White - 91%, Black - 5%, Mexican American 2%, American Indian - 0.5%, Other - 0.5%

22. Sex: Male - 37%, Female - 63%

23. VA benefits: 24%

FIGURE 1

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Enrollment in Business 105

On-Campus and Telecourse

Note:

White portion of bar is on-campus enrollment; shaded portion is telecourse enrollment.

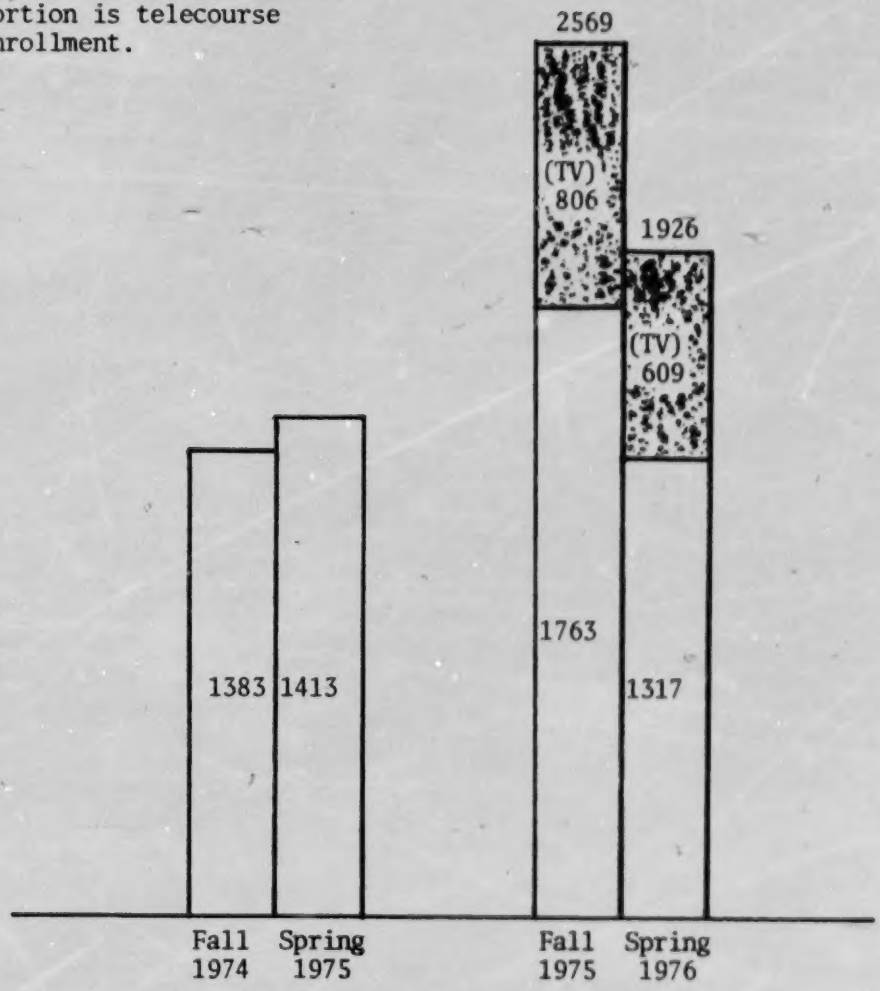


FIGURE 2

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Enrollment in English 101

On-Campus and Telecourse

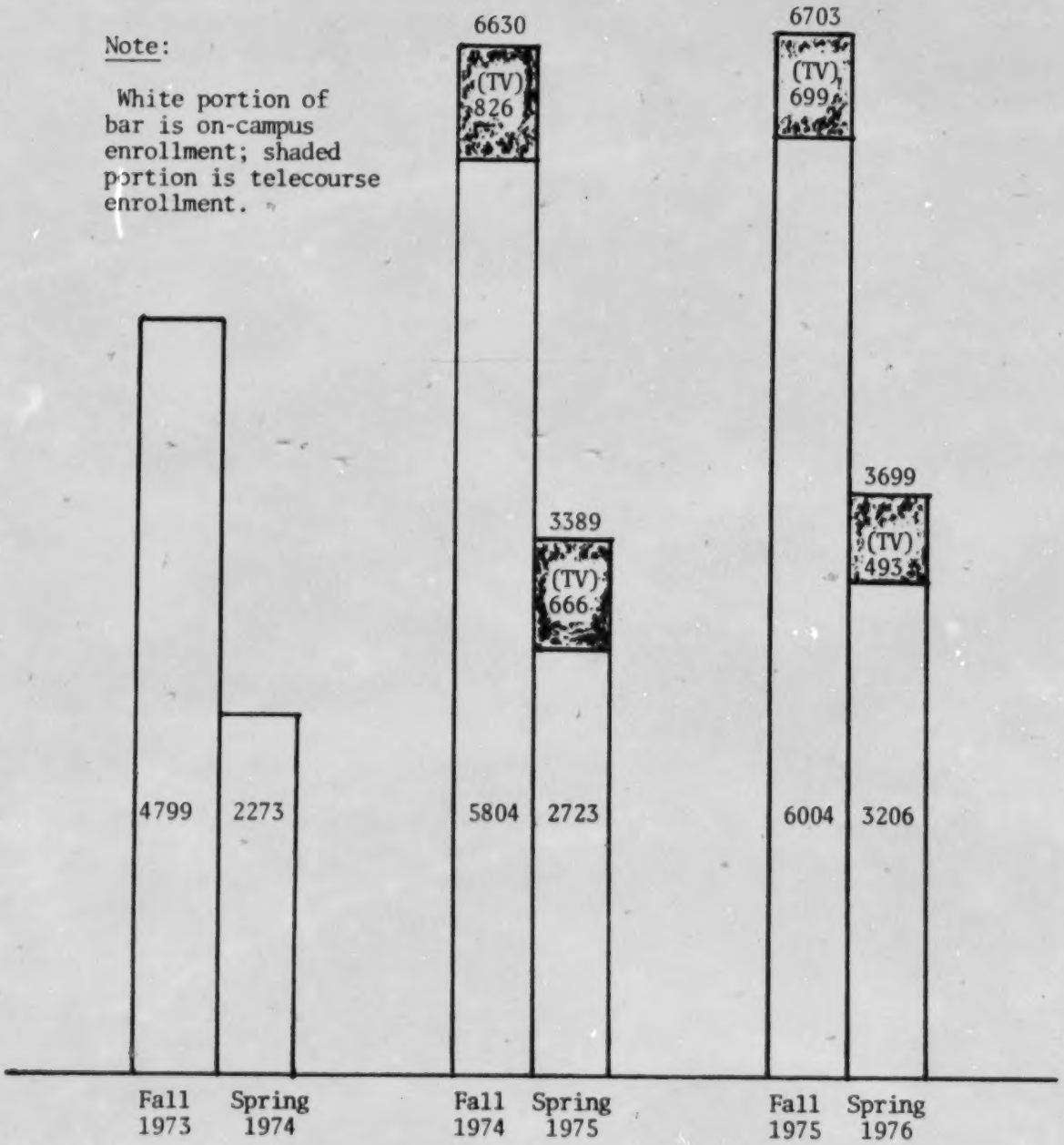


FIGURE 3

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Enrollment in Government 201

On-Campus and Telecourse

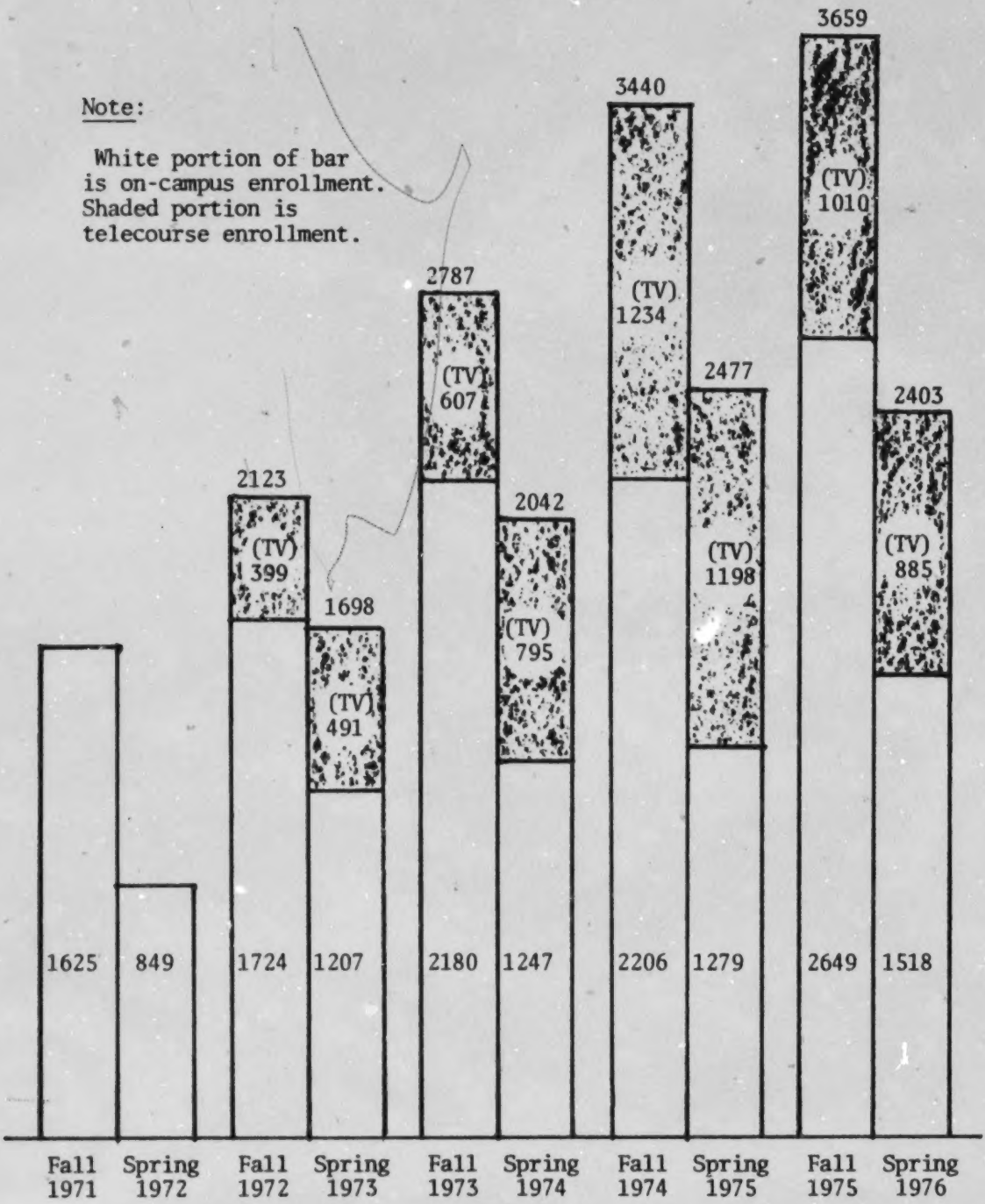
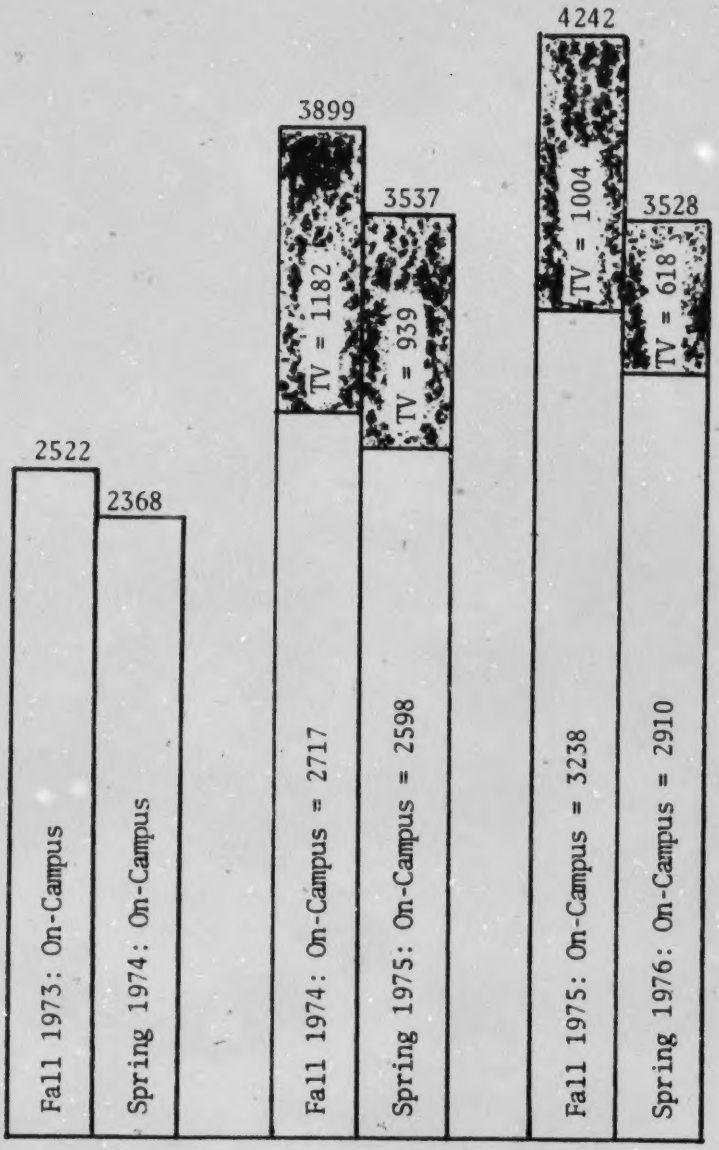


FIGURE 4

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Enrollment in Psychology 105
On-Campus and Telecourse



INTRODUCTION TO THE ADDENDUM

The following reports reflect the results of evaluation projects undertaken during the 1975-76 academic year. They include:

(1) TELECOURSE GRADE DISTRIBUTIONS: comparison of telecourse and on-campus grade distributions from the spring semester, 1976.

(2) ENGLISH 101 WITHDRAWING STUDENT FOLLOW-UP: the results of a study to determine reasons for student withdrawal from the English 101 telecourse "Writing for a Reason"

(3) ENGLISH 101 TELECOURSE FOLLOW-UP: the results of a study to examine the success experienced by English 101 telecourse students in their English 102 course

(4) TELECOURSE STUDENTS: comparison of telecourse and on-campus students

TELECOURSE GRADE DISTRIBUTIONS

PURPOSE

The purpose of this project was to compare the grades students received in telecourses with the grades students received in equivalent on campus courses. It was hoped that this comparison would serve as an indicator of the success experienced by telecourse students.

PROCEDURES

Grade distributions from the spring semester of 1976 were collected, and numbers and percentages of students in telecourse and on campus courses were computed. Statistical analyses (proportions tests) were carried out to discover if significant differences existed between the grade distributions of the two groups of students.

DATA ANALYSIS

Grade distributions for each of the eight courses are presented on the following pages. Since there was no on campus section of Anthropology 101 at Mountain View College, of Business 143 at El Centro College, and no on campus sections of Ecology 291 at any of the colleges, only telecourse grade distributions are presented for these courses.

RESULTS AND CONCLUSIONS

When the grade distributions were divided to reflect "successful" students (those who received grades of "A," "B," "C," and "D") and

unsuccessful students (those who received grades of "F," "I," "W," and "P"), the following percentages were obtained:

COURSE	SUCCESSFUL	UNSUCCESSFUL
Anthropology 101		
T.V.	61%	39%
On Campus	77%	23%
Business 105		
T.V.	60%	40%
On Campus	67%	33%
Business 143		
T.V.	55%	45%
On Campus	66%	34%
English 101		
T.V.	40%	60%
On Campus	63%	37%
English 102		
T.V.	40%	60%
On Campus	72%	28%
Government 201		
T.V.	67%	33%
On Campus	70%	30%
Psychology 105		
T.V.	46%	54%
On Campus	67%	33%

In each case, the on campus students had a higher success rate than did the telecourse students. When tests of proportions were performed, it was found that all of these differences between telecourse and on campus grades were significant at the .05 level, indicating that these differences are probably not due to random error.

While the withdrawal rate in most of the courses was similar for telecourse and on campus sections, one major area of concern is the withdrawal rate in the English 101 and 102 telecourses, which was in excess of fifty (50) percent. A study to assess the reasons for student withdrawal from the English 101 telecourse indicated that over half of the students withdrew for personal reasons rather than because of dissatisfaction with the course (see English 101 Withdrawing Student Follow-Up Study). Data is not available on student withdrawal from the English 101 on campus sections. Also, the withdrawal rate in the Psychology 105 telecourse was eleven (11) percent higher than in the on campus sections, and deserves further attention.

GRADE DISTRIBUTIONS OF ALL STUDENTS ENROLLED IN T.V. AND ON-CAMPUS CLASSES
SPRING 1976

Anthropology 101

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	88	6	31	16	13	25	0	10	0
EFC	On Campus	75	36	27	19	1	0	0	17	0
ECC	T.V.	63	3	14	17	8	17	3	38	0
ECC	On Campus	22	27	32	14	0	0	0	27	0
MVC	T.V.	105	19	16	12	9	11	0	22	0
RC	T.V.	145	29	28	11	1	6	1	22	1
RC	On Campus	91	34	29	7	2	4	2	21	1
District	T.V.	401	17	23	14	7	13	1	22	3
District	On Campus	188	34	28	13	2	2	1	20	0

Business 105

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	125	18	26	10	6	18	0	22	0
EFC	On Campus	274	20	18	15	7	11	0	27	2
ECC	T.V.	167	21	21	10	7	16	0	24	2
ECC	On Campus	315	12	24	23	6	6	1	26	1
MVC	T.V.	132	17	18	7	6	14	1	35	2
MVC	On Campus	407	26	22	15	5	6	0	25	1
RC	T.V.	209	35	21	7	3	6	0	28	0
RC	On Campus	569	23	31	13	3	1	0	25	4
District	T.V.	633	24	21	8	7	12	0	27	1
District	On Campus	1565	21	25	16	5	5	0	26	2

Business 143

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	101	8	20	28	8	16	0	21	0
EFC	On Campus	23	30	9	9	0	17	0	35	0
ECC	T.V.	145	1	15	14	17	13	2	38	0
MVC	T.V.	176	2	18	24	10	19	0	26	1
MVC	On Campus	89	16	34	27	11	6	0	7	0
RC	T.V.	165	3	24	24	9	13	0	27	0
RC	On Campus	83	7	12	23	5	4	2	46	1
District	T.V.	587	3	19	22	11	15	2	28	1
District	On Campus	195	14	22	23	7	6	1	27	0

Ecology 291

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	56	25	14	11	2	29	0	20	0
ECC	T.V.	86	10	26	14	12	9	0	29	0
MVC	T.V.	114	22	15	13	9	12	0	29	0
RC	T.V.	129	40	23	7	2	7	0	22	0
District	T.V.	385	26	20	11	6	12	0	25	0

English 101

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	139	17	14	6	0	9	0	53	2
EFC	On Campus	756	29	24	12	4	4	1	26	1
ECC	T.V.	146	5	13	9	3	1	1	55	14
ECC	On Campus	787	13	20	18	6	6	1	32	4
MVC	T.V.	84	10	14	11	1	7	0	54	4
MVC	On Campus	654	15	22	20	4	6	0	31	2
RC	T.V.	207	13	28	8	1	0	0	50	0
RC	On Campus	870	20	25	15	3	3	0	33	2
District	T.V.	576	11	20	8	1	3	0	52	5
District	On Campus	3067	19	23	16	5	5	0	30	2

English 102

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	93	23	16	1	2	3	0	55	0
EFC	On Campus	1187	36	24	13	4	3	1	19	1
ECC	T.V.	93	11	16	14	3	3	0	51	2
ECC	On Campus	792	22	23	19	5	4	1	23	3
MVC	T.V.	70	11	11	16	0	1	0	57	4
MVC	On Campus	884	16	26	18	5	3	1	28	3
RC	T.V.	185	9	18	9	2	2	2	57	2
RC	On Campus	1707	25	28	18	3	2	2	20	1
District	T.V.	441	13	15	9	2	2	1	55	2
District	On Campus	4570	26	26	16	4	3	1	22	2

Government 201

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	231	14	33	18	4	6	0	25	0
EFC	On Campus	334	27	22	20	4	6	0	20	1
ECC	T.V.	148	16	24	12	8	18	0	22	0
ECC	On Campus	331	17	25	17	8	8	4	19	2
MVC	T.V.	217	8	24	20	7	6	0	35	0
MVC	On Campus	350	13	19	23	12	5	2	23	3
RC	T.V.	503	21	37	10	4	5	0	23	0
RC	On Campus	464	27	26	20	2	1	2	22	1
District	T.V.	1099	16	32	14	5	7	0	26	0
District	On Campus	1479	21	23	20	6	5	2	21	2

Psychology 105

COLLEGE	TYPE COURSE	STUDENTS ENROLLED	% OF STUDENTS RECEIVING GRADES A	B	C	D	F	I	W	P
EFC	T.V.	156	13	11	12	6	21	1	36	0
EFC	On Campus	692	27	23	17	3	3	1	24	2
ECC	T.V.	117	5	15	10	8	21	3	39	0
ECC	On Campus	631	16	26	18	7	4	0	24	5
MVC	T.V.	138	15	10	15	14	6	0	24	16
MVC	On Campus	595	18	16	19	10	4	0	25	8
RC	T.V.	227	17	9	16	7	12	0	40	0
RC	On Campus	994	27	20	14	4	3	1	23	9
District	T.V.	638	13	11	14	8	15	1	35	3
District	On Campus	2912	23	21	17	6	3	0	24	6

ENGLISH 101 TELECOURSE REPORT: WITHDRAWING STUDENT FOLLOW-UP

PURPOSE

The purpose of this study was to determine the reasons that students withdraw from the English 101 telecourse "Writing for Reason." It was hoped that this information would help course developers and instructors better meet the needs of students enrolling in the course in future semesters.

METHODS AND PROCEDURES

A daily inspection of the computer print-out listing class action changes was made to obtain names of students who withdrew from the course in the Spring semester of 1976. A questionnaire was then mailed to the students, along with a stamped return envelope.

LIMITATIONS

Students who withdrew from the course prior to February 16, 1976, were not included in the study. Of the 191 questionnaires which were mailed, 8 were returned undeliverable. Of the 183 students who received questionnaires, 42 responded. This yielded a response rate of 23%.

It is unknown the extent to which the responses of

this sample of 42 students would be representative of the entire population of withdrawing students. This sample was not prepresentative of the population in one respect: only two students from Mountain View College responded to the survey.

DATA ANALYSIS

The most common reasons given by students for dropping the course (in order from most to least often mentioned item) are given below, along with the number of students giving that reason.

I had personal problems -- 14

I had no time to work on the course -- 11

The course demands too much work -- 10

I became ill -- 5

I was constantly confused about what to do next in the course -- 5

The T.V. programs were boring -- 3

I missed some of the T.V. programs and couldn't catch up -- 3

I did not have the background needed for the course -- 2

The T.V. programs were aired at bad times -- 2

I was unable to get help when I needed it -- 2

CONCLUSIONS

Most of the respondents cited more than one reason which lead them to drop the course. The majority of the reasons

that were given (58%) indicated that students were experiencing difficulties in their personal lives which lead to their withdrawal from the course. The remaining reasons seemed to indicate problems students were experiencing with the course itself: "The course demands too much work," " I was confused about what to do next in the course," "I was unable to get help." However, due to the small sample size and the lack of knowledge about its parameters, it is difficult to determine if the difficulties these students experienced are representative of the problems experienced by all the students who withdrew.

Other data which was obtained from this questionnaire indicated that students' feelings about the course were positive--the average rating was 3.7 on a 5 point scale. Almost half of the students (20) indicated that they had talked with their writing consultant, and all but two of the students felt that they had been helped by the talk. However, of the 34 students who stated that they intended to enroll in English 101 again, only 17% (7 students) expressed a desire to take the course by T.V., 48% (20 students) planned to take it on campus, and 17% (7 students) were undecided or did not specify the method of instruction they would choose.

Dear Student,

I was delighted that you enrolled in Writing for a Reason, your freshman English T.V. course, and disappointed that you did not complete the course. Will you help me help others who enroll by telling me why you did not participate consistently in the course? Just check one or more of the reasons below--or write your own reasons. A stamped addressed envelope is enclosed for your convenience. Thank-you very much for your help.

Sincerely,

Dee Brock

Dee Brock
Instructor

Reasons for dropping the course:

12% *	5	I became ill.
33%	14	I had personal problems.
5%	2	I did not have the backgound needed for the course.
24%	10	The course demands too much work.
12%	5	I was constantly confused about what to do next in the course.
5%	2	I was unable to get help when I needed it.
5%	2	The course was too hard.
7%	3	The T.V. programs were too boring.
26%	11	Other: I had not time to work on the course.
5%	2	The T.V. programs were aired at bad times.
7%	3	I missed some of the T.V. programs and couldn't catch up.

Did you ever talk to a writing consultant?	20 (48%) Yes	22 (52%) No
Were you helped?	16 (38%) Yes	2 (5%) No
Do you plan to take English 101 again?	34 (81%) Yes	8 (19%) No
How do you plan to take it?	7 (17%) T.V.	20 (48%) Campus

Overall, how would you rate the course? (circle one)

Excellent	Good	Fair	Poor	Very Poor
8	21	9	3	1
19%	50%	22%	7%	2%

*Since students could respond to more than one item, the percentages total more than 100.

enrolled in English 102 during the summer and fall semesters of 1975.

ENGLISH 102 GRADE DISTRIBUTIONS

SUMMER I, 1975

Previous course	A	B	C	D	F	I	W	P
English 101 T.V.	10	4	5	0	1	0	1	1
	45%	17%	23%	0%	5%	0%	5%	0%
English 101 On Campus	212	195	167	42	30	8	62	11
	29%	27%	23%	6%	4%	1%	8%	2%

ENGLISH 102 GRADE DISTRIBUTIONS

FALL, 1975

Previous course	A	B	C	D	F	I	W	P
English 101 T.V.	33	23	14	2	6	0	34	1
	29%	20%	12%	2%	5%	0%	30%	1%
English 101 On Campus	658	582	388	113	131	43	766	61
	24%	21%	14%	4%	5%	2%	28%	2%

In addition, during the second summer session of 1975, sixteen (16) English 101 telecourse students enrolled in English 102. Nine (9) students received grades of "A," three (3) received "B's," one student

ENGLISH 101 T.V. FOLLOW-UP

PURPOSE

The purpose of this study was to examine the success of English 101 telecourse students in their English 102 course. It was hoped that an indication regarding the adequacy of the preparation students received in the English 101 telecourse "Writing for Reason" would emerge from this study.

METHODS AND PROCEDURES

Grade sheets were collected to identify students who enrolled in the English 101 telecourse in the spring semester of 1975. A computer program was then written to access students' grades in English 101, along with the grades those students subsequently attained in English 102. Finally, grade distributions of all English 102 students who had taken the T.V. and on campus English 101 sections were compiled for comparative purposes.

DATA ANALYSIS

Of the 299 students who successfully completed the English 101 telecourse during the spring semester of 1975, 151 students subsequently enrolled in English 102 during the summer or fall semesters of that year.

Below are the grade distributions for students who

received a "C," two (2) students withdrew, and one student received a "P."

CONCLUSIONS

When the English 102 grade distributions are divided into successful and unsuccessful students, with successful students defined as those who received grades of "A," "B," "C," or "D," and unsuccessful students are defined as those who received grades of "F," "I," "W," or "P," the following pattern emerges.

	SUCCESSFUL STUDENTS	UNSUCCESSFUL STUDENTS
Summer I, 1975		
T.V.	85%	15%
On Campus	85%	15%
Fall, 1975		
T.V.	63%	27%
On Campus	63%	27%

Thus, it appears that the telecourse and on campus English 101 students fared equally well in English 102. The results of this study tend to support the hypothesis that the English telecourse is preparing students for English 102 as well as English 101 on campus sections.

TELECOURSE STUDENTS:
SUMMARY AND COMPARISON STATISTICS

PURPOSE

The purpose of this study was to examine the characteristics of students enrolled in telecourses at the Dallas County Community College District in the Spring semester of 1976. It was hoped that this information would 1) provide a data base for course developers which would enable them better to meet the needs of this population of students and 2) reach some tentative conclusions as to whether the district telecourses are serving a different population from that served by the on-campus courses.

METHODS AND PROCEDURES

The Student Statistics program was run 32 times to obtain print-outs detailing selected characteristics of students enrolled in each of the eight T.V. courses at the four campuses. Further computer runs were made in order to obtain the same information on students enrolled in the on-campus sections of the English 101 course, and on all students enrolled in the district. All data obtained was based on twelfth day enrollment.

Statistical analyses were carried out (test of proportions and chi square) to determine whether the students in the T.V. course differed significantly from the students in the total district, and to determine whether differences exist between students enrolled in the telecourse and on-campus sections of the English 101 course.

LIMITATIONS

Since all of the data is based on twelfth day enrollment summaries, it does not reflect students who withdrew from the

course prior to that time. Students who took more than one telecourse were counted in the summary tables more than once. Therefore, these totals do not reflect headcount enrollments. The figures for the total district include the 4,896 students taking T.V. courses, thus adding some bias to these figures.

RESULTS

Comparisons between all students enrolled in telecourses and all students enrolled in the district revealed that more male students are enrolled in the telecourses than are enrolled in the district as a whole (58% in telecourses are males; 56% in the district are males). Overall there are more full-time students enrolled in telecourses than are enrolled throughout the district, and there are more high school graduates and transfer students in telecourses. Caucasians account for 78% of the total telecourse enrollment but for only 74% of the district-wide enrollment. Many more students taking telecourses are taking evening school and day school classes -- 48% of the telecourse students take classes at both times as opposed to only 13% of the students throughout the district. However, this may be influenced by the fact that telecourses are listed as "day school" classes; a night student enrolled in a telecourse would be reported as day/night combination.

CONCLUSIONS

The fact that more full-time students are enrolled in telecourses than are enrolled throughout the district may be due to the fact that

the telecourses are providing an opportunity for many students to carry a full load when they otherwise might be unable to do so. Telecourse students averaged a course load of 10 semester hours, while DCCCD students overall averaged 9 semester hours. While the conclusions to be drawn from data for the combined group of telecourse students must be tentative in nature, there is some indication that the students taking telecourses throughout the district may be considered to comprise a distinct population since they differ from the district-wide enrollment along a number of dimensions.

APPENDIX I:

SUMMARY STATISTICS

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: TOTAL DISTRICT

	Number	Percent
Sex		
Males	18643	56
Females	14369	44
Total	33012	
Student Classification		
Part-time	20506	62
Full-time	12506	38
Ethnic Group		
Caucasian	24513	74
Negro	5400	16
Latin-American	1563	5
Other/Unknown	1536	5
High School Graduates	26358	80
Major		
Transfer	17688	54
Technical/Occupational	7033	21
Unknown/Undecided	8291	25
Student Type		
Day Student	16306	50
Night Student	11684	35
Day/Night Student	5022	13
Average Student Age:	28	
Average Course Load:	9 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: ALL T.V. COURSES

	Number	Percent
Sex		
Males	2849	58
Females	2047	42
Total	4896	
Student Classification		
Part-time	2586	53
Full-time	2310	47
Ethnic Group		
Caucasian	3837	78
Negro	820	17
Latin-American	142	3
Other/Unknown	97	2
High School Graduates	3909	80
Major		
Transfer	2905	59
Technical/Occupational	906	19
Unknown/Undecided	1082	22
Student Type		
Day Student	2423	49
Night Student	114	3
Day/Night Student	2367	48
Average Student Age:	30 years	
Average Course Load:	10 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: ANTHROPOLOGY 101 T.V.

	Number	Percent
Sex		
Males	271	63
Females	159	37
Total	430	100
Student Classification		
Part-time	211	49
Full-time	219	51
Ethnic Group		
Caucasian	345	80
Negro	59	14
Latin-American	21	5
Other/Unknown	5	1
High School Graduates	343	80
Major		
Transfer	252	59
Technical/Occupational	79	18
Unknown/Undecided	99	23
Student Type		
Day Student	186	43
Night Student	10	2
Day/Night Student	234	55
Average Student Age:	32 years	
Average Course Load:	10 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: BUSINESS 105 T.V.

	Number	Percent
Sex		
Males	385	59
Females	268	41
Total	653	100
Student Classification		
Part-time	340	52
Full-time	313	48
Ethnic Group		
Caucasian	502	77
Negro	128	20
Latin-American	11	2
Other/Unknown	9	1
High School Graduates	516	79
Major		
Transfer	383	59
Technical/Occupational	130	20
Unknown/Undecided	137	21
Business	110	17
Student Type		
Day Student	321	49
Night Student	2	0
Day/Night Student	330	51

Average Student Age: 30 years

Average Course Load: 10 hours

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: BUSINESS 143 T.V.

	Number	Percent
Sex		
Males	431	73
Females	161	27
Total	592	100
Student Classification		
Part-time	268	45
Full-time	324	55
Ethnic Group		
Caucasian	432	73
Negro	125	21
Latin-American	20	3
Other/Unknown	20	3
High School Graduates	485	82
Major		
Transfer	347	59
Technical/Occupational	116	20
Unknown/Undecided	129	21
Business	151	26
Student Type		
Day Student	229	39
Night Student	1	0
Day/Night Student	362	61
Average Student Age:	32	
Average Course Load:	10 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: ECOLOGY 291 T.V.

	Number	Percent
Sex		
Males	299	75
Females	98	25
Total	397	100
Student Classification		
Part-time	174	44
Full-time	223	56
Ethnic Group		
Caucasian	303	76
Negro	66	17
Latin-American	15	4
Other/Unknown	13	3
High School Graduates	314	79
Major		
Transfer	248	63
Technical/Occupational	69	17
Unknown/Undecided	80	20
Science & Math	17	4
Student Type		
Day Student	159	40
Night Student	8	2
Day/Night Student	238	58
Average Student Age:	32	
Average Course Load:	11 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: ENGLISH 101 T.V.

	Number	Percent
Sex		
Males	317	51
Females	299	49
Total	616	100
Student Classification		
Part-time	369	60
Full-time	247	40
Ethnic Group		
Caucasian	453	74
Negro	130	21
Latin-American	17	3
Other/Unknown	16	2
High School Graduates	447	73
Major		
Transfer	318	52
Technical/Occupational	122	20
Unknown/Undecided	176	28
Liberal Arts	223	36
Student Type		
Day Student	307	50
Night Student	57	9
Day/Night Student	252	41
Average Student Age:	29	
Average Course Load:	9 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: ENGLISH 102 T.V.

	Number	Percent
Sex		
Males	234	51
Females	226	49
Total	460	100
Student Classification		
Part-time	258	56
Full-time	202	44
Ethnic Group		
Caucasian	389	85
Negro	48	10
Latin-American	11	2
Other/Unknown	12	3
High School Graduates	375	82
Major		
Transfer	268	58
Technical/Occupational	111	24
Unknown/Undecided	81	18
Liberal Arts	170	37
Student Type		
Day Student	220	48
Night Student	31	7
Day/Night Student	209	45
Average Student Age:	29 years	
Average Course Load:	10 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: GOVERNMENT 201

	Number	Percent
Sex		
Males	582	52
Females	534	48
Total	1116	100
Student Classification		
Part-time	629	56
Full-time	487	44
Ethnic Group		
Caucasian	923	83
Negro	151	13
Latin-American	29	3
Other/Unknown	13	1
High School Graduates	929	83
Major		
Transfer	726	65
Technical/Occupational	156	14
Unknown/Undecided	234	21
Liberal Arts	433	39
Student Type		
Day Student	662	59
Night Student	5	0
Day/Night Student	449	41
Average Student Age:	29 years	
Average Course Load:	10 hours	

Spring, 1976

SUMMARY OF STUDENT CHARACTERISTICS: PSYCHOLOGY 105

	Number	Percent
Sex		
Males	330	46
Females	302	54
Total	632	100
Student Classification		
Part-time	337	53
Full-time	295	47
Ethnic Group		
Caucasian	490	78
Negro	113	18
Latin-American	18	3
Other/Unknown	11	1
High School Graduates	500	79
Major		
Transfer	363	57
Technical/Occupational	123	19
Unknown/Undecided	146	24
Liberal Arts	224	35
Student Type		
Day Student	339	54
Night Student	0	0
Day/Night Student	293	46
Average Student Age:	29 years	
Average Course Load:	10 hours	

APPENDIX II:

COMPARISON STATISTICS

In order to test the hypothesis that the students enrolled in the telecourses were different from the students enrolled throughout the district, several tests of proportions were carried out. The proportions of students enrolled in each group possessing particular characteristics are reported below, along with the probabilities that the two groups of students might come from the same population.

Characteristics	All Telecourses	Total District	Probability Less Than
Males	58%	56%	.05
Part-time Student	53%	62%	.001
Caucasian	78%	74%	.001
Latin-American	3%	5%	.001
Transfer Student	59%	54%	.001
Technical/Occupational Major	19%	21%	.001
Night Student	3%	35%	.001

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